Lesson Plan Template Dr. Thieman

Name: Elizabeth Buelow Age/Grade Level: 11th/12th grade

Subject Area(s): Language Arts Unit Title: English

Lesson Title: Metaphor in text Estimated Time: 50 minutes

**Purpose/Rationale for lesson:** To understand how metaphors function throughout various forms of text, in this example, through a short story.

**Curriculum Framing Questions:**

Essential Question: How do literary devices impact language?

Unit Question that applies to this lesson: How do literary devices help us make meaning out of language?

Lesson or Content Question(s): How does author Joyce Carol Oates use metaphor in the short story “Where Are You Going, Where Have You Been?”

**Goal:** Students should grasp the idea of how short sighted and how far reaching metaphors are; that they are a literary device that is quite ubiquitous. Students will be introduced to allegory, symbolism, etc. In the lesson plan you will need to explain how an allegory can be a type of metaphor. Also you will need to explain the connection between metaphors and symbolism.

**Learning Objective(s):** The students will be able to read, interpret, and understand a story that uses metaphor in layers. (What does this mean?)

**Curriculum Standard(s):** EL.HS.LI.09: Identify various literary devices, including figurative language, imagery, allegory, and symbolism; evaluate the significance of the devices; and explain their appeal. OK

EL.HS.LI.13: Evaluate the impact of word choice and figurative language on tone, mood, and theme. This was not specifically included in the lesson plan but it could be.

**Materials Needed:** The text of “Where Are You Going, Where Have You Been.” Projector. Speakers to broadcast I-Tunes.

**Background knowledge or skills students need prior to lesson: Students will have read the story as homework.** Rudimentary knowledge of what figurative language is.

**Hook or Introduction:** What would death look like if he or she came knocking at your door one day?

**Procedures:** Upon the introduction, instruct each student to take 10 minutes to write their answer to the question. When they are done, ask how the question relates to the story.

When did the students read the story? Hopefully, the students will say that it would look like Arnold Friend. Short lecture about how when I, the teacher, processed this story, I read it as an allegory. Explain what an allegory is.

Then, open the floor and ask students for their own interpretations of the story. Some prompters could be:

-What is the significance of the title?

-Why doesn’t the author tell us what happens to Connie in the end?

-What is the irony of Arnold Friend’s name?

-Can you identify any metaphors?

You need to go through the story section by section and indicate in the lesson plan where you would expect students to identify metaphors and symbols and then how this graphic short story is an allegory.

Liz this is a very dark text. Some students may have difficulty with the allusion to rape or murder. You should prepare students for the topic and have an alternate text if anyone has difficulty with the theme. Out of a class load of 150 students you will have some students who are victims of sexual violence and for whom this will be a very difficult story to read and discuss.

**Differentiation/Accommodation:**  Definition and analysis will be incorporated; definition for students who struggle with analysis, and analysis for students who grasp concepts more quickly.

**Attention to Literacy:** Lesson involves reading a short story and definition and analysis of more complicated literary devices.

**Closure:** End the class by talking a bit about the history of the story, i.e. that JCO had, in part, based it on a serial killer. Play “It’s All Over Now, Baby Blue” by Bob Dylan, a song that is noted as another inspiration, and allow students to draw parallels.

**Assessment and Evaluation of Student Learning:** I will have assigned a reading response, and I will collect them at the end of class. Students will be able to reflect on class discussion on the opposite side of their responses, and it will be easy to see from their reflections how class discussion helped illuminate their understanding of this story. This is not clear to me.

Include the estimated time for each step in the procedures.